

Welcome

Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



Lesson 1 Meet the Academy Stars

1 Listen and circle the information that is not true.

	Alice	Oliver	Sophia	Kit
Number in family	5	5	6	3
Favourite subject(s)	maths	art	science	English
Free-time activities	reads	computer studies	does karate	practises the piano
Holiday activities	visited museums	visited a farm	visited London	swam in the sea
	did karate	visited a castle	plays tennis	ate ice cream

2 Write questions to find out the information in Activity 1.

- 1 Number in family *How many people are there in your family?*
- 2 Favourite subject
- 3 Free-time activities
- 4 Holiday activities

3 Find out about other people in the class. Ask two people the questions in Activity 2. Then report back to the class.



Learning objectives: Meet the characters; Talk about interests and holiday activities

Vocabulary: art, computer studies, do karate, English, maths, music, play tennis, reading, science, sport, visit museums

Resources: (PK) - Welcome Unit, Lesson 1; (PPK) - Welcome Unit activities; (PRC) - Review audio track 1.1

Materials: Class Audio CD1

Warm-up: The big picture

- Children look at the picture on page 4. Ask *Where are they? (On the fifth floor of the Academy)* Explain that these are the Academy Stars.
- Elicit the names of the characters and what they want to learn this year. Ask children what they would like to learn about this year.

1 Listen and circle the information that is not true.

- Play the audio. Children listen and circle the incorrect information.

Audioscript

Alice: I'm Alice. I live with my mum and dad, and my two brothers. My favourite subject at school is English. I enjoy science too, but it's the most difficult subject for me. In my free time, I like reading – I love books! During the holidays, I stayed at home. I visited museums and played tennis with my friends.

Oliver: My name is Oliver. I live with my mum, my dad and my grandpa. I haven't got any brothers or sisters. My favourite subjects are art and computer studies. I like making things in my free time. I make models of castles and spaceships. In the holidays, we went to the countryside. We visited a farm and an amazing castle.

Sophia: I'm Sophia. I live with my parents and my grandma. I've got a sister and a brother, too. At school my favourite subject is science – it's more interesting than maths or art! I like doing sport in my free time. I do karate after school and I play tennis at weekends. During the holidays, I went to Jordan to visit my cousins. We visited Petra, an ancient stone city. It was amazing!

Kit: I'm Kit. I live with my parents and my sister. My favourite subject is music. It's the most interesting subject and it's easier than art or English. I play the piano and the violin, and I practise them a lot in my free time. In the holidays, I went to the beach. We swam in the sea and ate ice cream.

Answers: Alice: maths (English), did karate (played tennis); Oliver: 5 (4); Sophia: visited London (visited Petra in Jordan); Kit: 3 (4), English (music)

2 Write questions to find out the information in Activity 1.

- Ask *How many people are there in your family?*
- Elicit the questions for the other topics. The children write the questions.

Answers: 1 How many people are there in your family? 2 What's your favourite subject? 3 What do you do in your free time? 4 What did you do in the holidays?

3 Find out about other people in the class. Ask two people the questions in Activity 2. Then report back to the class.

- The children interview two people.
- Have children share their answers with the class.

Cooler: Find, ask and answer

- In pairs, children look through the Pupil's Book. When they find a character, they ask a question.



Workbook pages 4-5

Welcome

Lesson 1 Meet the Academy Stars

1 What do you remember? Read and complete.

1 I'm Sophia. I like doing sport at tennis and reading. My favourite subject is English.

2 Hi, I'm Alice. I live with my mum, my dad and my brother. I like reading things like models, and English. My favourite subjects are maths and science.

3 I'm Kit. I live with my parents and my two sisters. In my free time, I like playing the piano. My favourite subject is music.

4 Hello, I'm Oliver. I live with my parents and my grandpa. My favourite subject is art and the computer. I play the violin.

2 Complete the sentences for you.

1 Hi, I'm _____

2 I live with _____

3 At school my favourite subject is _____

4 In my free time I _____

5 This year I want to _____

3 What did they do in the holidays? Complete with the past simple. Then write the name of the character.

1 I stayed (stay) at home. I played (play) tennis and visited (visit) museums. Alice

2 I went (go) to Jordan. We visited (visit) an ancient city called Petra. I took (take) lots of photos. Sophia

3 I went to the beach. I swam (swim) in the sea and ate (eat) ice cream. I had (have) a great time. Kit

4 We visited a farm in the countryside. I saw (see) cows, sheep and horses. Then I made (make) a model of a castle. Oliver

4 Write about what you did in the holidays. Use some of the verbs in the box.

go stay visit see eat have play make swim take

In the holidays I _____

1 What do you remember? Read and complete.

Answers: 1 1 Sophia 2 sport 3 tennis
4 science 2 1 Oliver 2 grandpa 3 making
4 art 5 computer studies 3 1 Alice
2 brothers 3 reading 4 English 4 1 Kit
2 sister 3 music 4 piano 5 violin

2 Complete the sentences for you.

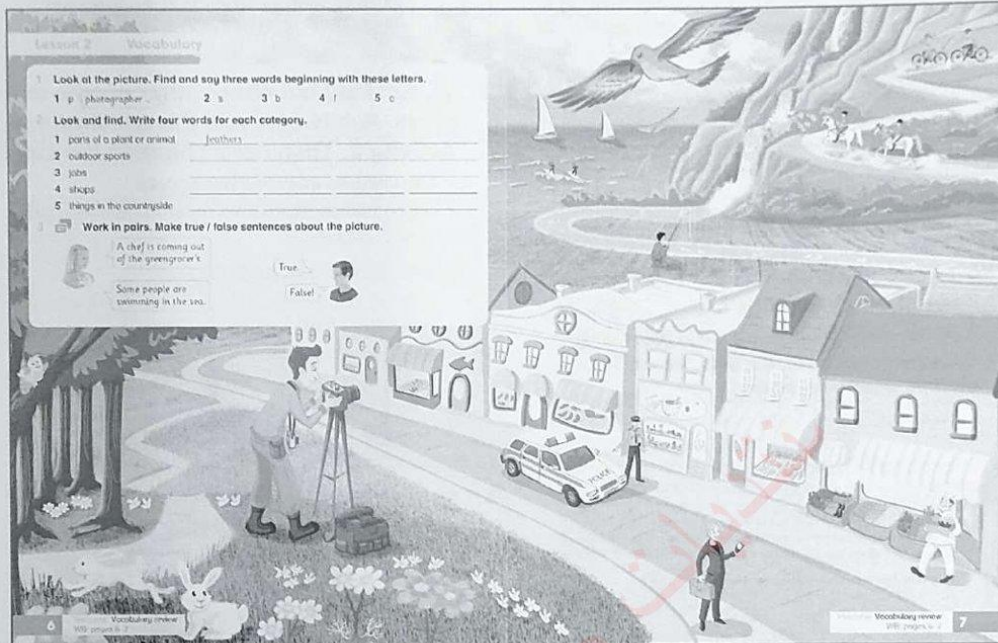
Answers: Children's own answers.

3 What did they do in the holidays? Complete with the past simple. Then write the name of the character.

Answers: 1 stayed, played, visited (Alice)
2 went, visited, took (Sophia) 3 swam, ate, had (Kit) 4 saw, made (Oliver)

4 Write about what you did in the holidays. Use some of the verbs in the box.

Answers: Children's own answers.



Learning objectives: Vocabulary review

Vocabulary: jobs, outdoor sports, parts of a plant or animal, shops, the countryside

Resources: (PK) - Welcome Unit, Lesson 2; (PPK) - Welcome Unit activities

Warm-up: Is it a job or a place?

- Call out the names of some jobs and places. Ask the children to put up one hand if they hear a job and two hands if they hear a place (e.g. doctor, lawyer, library, hospital, supermarket, school, teacher, photographer, etc).

1 Look at the picture. Find and say three words beginning with these letters.

- Refer the children to the picture on pages 6-7. Ask *What can you see in the picture? Who can you see? What are they doing?*
- Have the children work in pairs to find three words beginning with the letters *p, s, b, f, and c*.
- Set a time limit for this activity and then check answers as a class.

Suggested answers: 1 photographer, police car, police officer, path, phone 2 shop, sailing (boat), surfer / surfing, surfboard, stream, stem 3 bird, butcher's, business woman, bag, boat, bicycle / bike, bakery, bread 4 flower, fur, feather, fisherman / fishing, fruit 5 camera, car, chef, chemist's

2 Look and find. Write four words for each category.

- Read out loud the first category (parts of a plant or animal) and the example answer. The children look at the picture and provide more ideas.
- Continue reading the categories. The children suggest ideas and write down the words in their books.

Suggested answers: parts of a plant or animal: feathers, tail, beak, wings, fur, leaf, branch, root, stem, petal; outdoor sports: sailing, surfing, mountain biking, horse-riding, fishing; jobs: photographer, chef, police officer, business woman; shops: chemist's, butcher's, fishmonger's, greengrocer's, bakery; things in the countryside: grass, trees, flowers, forest, waterfall, mountain, path, river / stream

3 Work in pairs. Make true / false sentences about the picture.

- Have two children read out the dialogue in the speech bubbles. Ask the children to look at the picture and check if the sentences are true or false. Ask a volunteer to correct the false statement (*Some people are surfing in the sea.*).
- The children write down some true and false statements about the picture.
- Have them work in pairs. One child reads out loud the sentences he / she has written and the other answers *True* or *False*.
- The children can correct the false statements.
- Circulate, monitor and help.

Cooler: True or false?

- Play **True or false?** (see Games Bank, pages 14–17) with true and false sentences about objects in the classroom (e.g. *The board is at the back of the classroom. There are five children in the classroom. There is a cat under the desk.*)



Workbook pages 6–7

Lesson 2 Let's review!

1 Write the words in the correct column.

Jobs	Shops	Outdoor sports	Natural features	Parts of an animal	Parts of a plant
butcher's root chemist's veterinarian	horse riding sailing baking	chef stream waterfall	mountain photographer petal	fur wings surfing	

2 Look at the picture on Pupil's Book pages 6–7 for one minute. Then close your book and write T (True) or F (False).

- There's a waterfall in the mountains. ☐
- Someone is fishing in the stream. ☐
- There are some flowers in the grass. ☐
- A man is taking a photograph of the sea. ☐
- People are mountain biking and walking in the mountains. ☐
- People are sailing and surfing in the sea. ☐
- There isn't a fishmonger's in the village. ☐
- A chef has bought some vegetables from the greengrocer's. ☐
- A business woman is looking at her phone. ☐
- A police officer is driving his car. ☐

3 Write four more sentences about the picture on Pupil's Book pages 6–7.

-
-
-
-

4 Complete with the verbs in the box. Use the correct form of the past simple.

have go ride find speak get take do say buy

SEND TO

Hi, Mum!

I'm having a great holiday. Yesterday we to the beach. We lots of activities like swimming and sailing. Then we went mountain biking. We our bikes to the top of a hill – the view was fantastic! Did I a photo because I forgot my camera!

We a lovely place to have a picnic. It started to rain, but we sat under a tree so we wet. In the afternoon, we went into the village. We some fruit at the greengrocer's and a nice cake at the bakery. It was a great day, we lots of fun.

I you to Grandma in the weekend?

What she about the present I sent her?

See you on Friday!

Jack

5 Circle the correct form to complete the sentences. Add two more sentences.

Keep safe in the countryside

- It ☐ isn't important to think about safety when you are in the countryside.
- Don't pick any flowers which / where you see in the countryside.
- You ☐ should / shouldn't take a map to help you find your way.
- You ☐ must / mustn't eat any plants – they could be dangerous.
- If you decide to swim / swimming in a river, be careful in the water.
- Don't leave / no leave any rubbish after a picnic.
- Go to a chemist's to buy / buying medicine if you feel ill.
- Always close the gate in fields where / who there are animals.
-
-

1 Write the words in the correct column.

Answers: Jobs: chef, police officer, photographer;
Shops: butcher's, chemist's, bakery; Outdoor sports: horse-riding, sailing, surfing; Natural features: mountain, stream, waterfall; Parts of an animal: wings, fur, feathers; Parts of a plant: root, stem, petal

2 Look at the pictures on Pupil's Book pages 6–7 for one minute. Then close your book and write T (True) or F (False).

Answers: 1 T 2 T 3 T 4 F 5 F 6 T 7 F
8 T 9 T 10 F

3 Write four more sentences about the picture on Pupil's Book pages 6–7.

Answers: Children's own answers.

4 Complete with the verbs in the box. Use the correct form of the past simple.

Answers: 1 went 2 did 3 rode 4 didn't take
5 found 6 didn't get 7 bought 8 had
9 Did / speak 10 did / say

5 Circle the correct form to complete the sentences. Add two more sentences.

Answers: 1 is 2 which 3 should 4 mustn't
5 swim 6 leave 7 buy 8 where
9, 10 Children's own answers.

It's an emergency!

Lesson 1

Reading

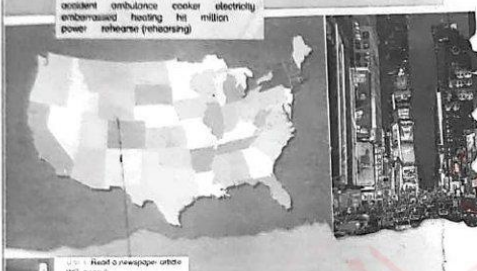
Pupil's Book pages 8–9

1 It's an emergency!

Lesson 1 Reading

- What do you know about power cuts? Discuss.
 - Where happens during a power cut?
 - Who can you call for help?
 - How has your been in a power cut? How did you feel?
- Look at the text. Where is it from? How do you know?
 - a book
 - a website
 - a newspaper
- Read and check. Find these features on page 9. Be a star!
 - the headline
 - the subheading
 - a quote
 - a caption
- Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

accident ambulance cooker electricity
embarrassed heating hit million
power rehearse (rehearsing)




NEW YORK HERALD

THE DAY THE LIGHTS WENT OUT

POWER CUT HITS MILLIONS. NO LIGHT. NO HEAT. NO TRAINS

By Tony De Marchi



New York City is in darkness

A POWER CUT HIT NEW YORK STATE YESTERDAY. Millions of people - from New York in Canada - had no light, no heating and no food. Thirty million people had no electricity for 13 hours.

The power cut hit at 7 pm while pupils at Thomas Jefferson School were rehearsing for a school event. 'I was singing when suddenly all the lights went out,' said 11-year-old Lorena Green.

Across New York City, people were making dinner. 'I was cooking soup when the power went off,' said Marsha Miller, 46 Manhattan. 'It was dark everywhere. There was no electricity at all. My cooker is electric, so it stopped working - we had to wait hours for dinner. And it was really cold because there was no heating.'

12-year-old Natasha Spindak was watching loose. 'My train was leaving the station when the lights went out,' she said. 'The train went dark, a woman screamed, and then it stopped - in the dark! It was really scary.'

Ambulances and hospitals were busy through the night. 'The traffic lights stopped working so there were some bad traffic accidents,' said James Fenner of the New York Ambulance Service. 'There were a lot of problems at home and in the streets. Some people broke an arm or a leg.'

At New York Zoo, an elephant escaped. 'The lights went out while we were feeding the animals,' said Maria Sherlock of the zoo. 'Someone forgot to close the gate, so the elephant escaped and walked down the road to the supermarket. It's OK now though, and is safely back in the zoo.'

Why was there a power cut across a large part of North America? The answer is - a squirrel. 'We're very embarrassed,' said John Mallick of New York Power. 'A squirrel jumped on the power lines and they stopped working. It was an accident. We're very sorry.'

“The train went dark, a woman screamed ...”

Unit 1 Reading skill: identify features of a newspaper article
Page 9

Learning objectives: Read a newspaper article;
Reading skill: identify features of a newspaper article

Vocabulary: accident, ambulance, cooker, electricity, embarrassed, heating, hit, million, power, rehearse (rehearsing)

Resources: (PK) - Unit 1, Lesson 1, Vocabulary tool;
(TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.2

Materials: Class Audio CD1

Warm-up: 1, 2, 3 unscramble!

- Play 1, 2, 3, *unscramble!* (see Games Bank, pages 14–17) with these sentences from the Welcome unit: *My favourite subject is science. Football is the most exciting sport. I go skateboarding in my free time. There are four people in my family.*

1 What do you know about power cuts? Discuss.

- Write *Power cuts* on the board. Say *Power makes machines work. A power cut is when the power stops.*
- Tell the children to look at the questions in Activity 1. Ask volunteers to read them out. Have the children raise their hands to answer. Ask for class agreement to encourage class participation, e.g. *Do you agree with ...? What do you think? Hands up if you agree.*

Teaching star!

Prediction skills

- Tell children that they can often predict what they are going to read about by looking at the photos or illustrations in a text.
- For Activity 2: Refer the children to the images on Pupil's Book pages 8–9. Ask *What country does the map show? (the USA) Do you know which area is in red? (New York State) Which city do the photos show? (New York) How is the second photo different to the first? (There are no lights) What do you think the text is about?*

2 Look at the text. Where is it from? How do you know?

- The children look at the text. Ask *Why is the text in columns? (because it is from a magazine or newspaper) Is there a heading? (yes) Who wrote the text? (Tony De Marchi) How does the photo relate to the text? (it illustrates the heading)* Elicit answers.
- Children say where they think the text is from and why.

Answer: c

3 1.2 Read and check. Find these features on page 9. Be a star!

- Read the features out and explain the words if necessary. Say *A headline is the main title. A subheading is a smaller title. A quote is what somebody said. A caption describes a photo.*
- The children read the article and find the newspaper features. Tell them to underline them in the text.
- The children report back to the class.
- Play the audio if the children need additional support.

Answers: a THE DAY THE LIGHTS WENT OUT
b POWER CUT HITS MILLIONS, NO LIGHT, NO HEAT, NO TRAINS c 'The train went dark, a woman screamed ...' d New York City in darkness

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

Note: the vocabulary in the panel is not for pre-teaching. The aim is to encourage the children to approach unknown words and understand their meaning from the context or by using a dictionary.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 134 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *power, ambulance, embarrassed, cooker, million, heating, accident, electricity, hit, rehearsing*. The class call out the words. Check and correct pronunciation as necessary.

Cooler: Quick memory game

- Play *Quick memory game* (see Games Bank, pages 14–17) with the words from the vocabulary panel.
- Alternatively, write the words on the board. Divide the class into two teams and call out a definition for each word. A volunteer from each group takes turns to come to the board and wipe out the corresponding word. If it is the correct word, the team gets a point.
- The team with the most points wins the game.

Workbook page 8

1 It's an emergency!

Lesson 1 Vocabulary

1 Read and match the words to the correct definition.

- Another word for electricity.
- A large machine that you use to cook food.
- To practise something before you perform it in front of people.
- The word for 1,000,000 – one thousand times one thousand.
- A form of transport that takes people to hospital.
- You use this to make a building warm.
- A source of energy that we use for lights and many machines.
- Something bad that happens that often hurts you.
- To happen, or affect people, with force.
- Feeling uncomfortable and a little stupid.

2 Complete the dialogue with the words from Activity 1.

A: Hi, Zoe. Why didn't you call me last night?
B: I'm sorry, there was no '_____' electricity, and all the lights went out.
A: Oh, no – you had a '_____' out?
B: Where were you when it '_____'?
A: I was at school. I'm going to play in a concert on Saturday so I had to '_____'.
A: How did you get home?
B: I had to walk. It was scary in the dark. And I saw an '_____' a car crashed into a building.
A: Was it serious?
B: No, no one was badly hurt. But an '_____' took the driver to hospital.
A: Did you get home OK?
B: Yes, but it was really cold. There was no '_____' And we couldn't make any dinner – the '_____' stopped working, too.
A: Poor you! What time did the electricity come back on?
B: This morning! A man from the electricity company was on TV. He was really '_____' about the power cut. More than a '_____' people had no lights or power all night.

a ambulance
b million
c hit
d accident
e power
f rehearse
g embarrassed
h cooker
i heating
j electricity

1 Read and match the words to the correct definition.

Answers: 1 e 2 h 3 f 4 b 5 a 6 i 7 j
8 d 9 c 10 g

2 Complete the dialogue with the words from Activity 1.

Answers: 1 electricity 2 power 3 hit
4 rehearse 5 accident 6 ambulance
7 heating 8 cooker 9 embarrassed
10 million

Lesson 2 Reading comprehension

1 Read the article on page 9 again. Answer the questions.

- Where was the power cut?
- How many hours did it last?
- Why did it happen so soon after the last?
- Why were there people in the street?
- Why did people have their cars in the street?
- Why were there people in the street?

2 Who do you think said these things? Match the quote to a person. (Be a star!)

- A squirrel jumped on the power line.
- A lot of people had their cars in the street.
- The traffic lights stopped working.
- There was a bad break.
- My car was stuck in the street.
- My car was stuck in the street.

3 Discuss. Which situation (a or b) is more dangerous? Why?

- The traffic lights stopped working.
- The squirrel jumped on the power line.

Learning to learn

Understand nouns and verbs

Some verbs can be both a noun and a verb. There are some people, places or things and other people, places or things.

Read and write N (Noun) or V (Verb).

- I heard a scream. (I heard a scream)
- You broke your arm. (It was a bad break)
- Stop the heat! (Let's get off at the next stop)
- Some verbs change to form nouns. You need to learn these.
- The cooker isn't working. We couldn't cook dinner.
- We couldn't heat our house without electricity. The heating isn't working.

Learning objectives: Reading skill: understand facts and details; Learning to learn: understand nouns and verbs

Resources: (PK) - Unit 1, Lesson 2

Materials: Class Audio CD1

Warm-up: Word completion

- Write the vocabulary from Lesson 1 on the board with the vowels missing.
 - Give the children a minute to work in pairs and write down the words in their notebooks.
 - Have volunteers come to the board and complete the words.
- _cc_d_nt, _mb_l_nc_, c__k_r,
_l_ctr_c_ty, _mb_rr_ss_d, h__t_ng,
h__t,m__ll__n,p_w_r,r_h__rs_
(accident, ambulance, cooker, electricity,
embarrassed, heating, hit, million, power,
rehearse)

1 Read the article on page 9 again. Answer the questions.

- The children read the questions. Clarify meaning.
- Have the children read the text on page 9 again and find the answers to the questions. Tell them that they do not have to understand every word of the text to answer the questions.

- The children check their answers in pairs.
- Check answers as a class.

Answers: 1 New York State 2 13 hours
3 Because it suddenly went dark. 4 Because the traffic lights stopped working. 5 Because it was very dark. 6 Because a squirrel jumped on the power lines.

2 Who do you think said these things? Match the quote to a person.

Be a star!

- The children scan the article and think about who said the quotes. Give them a minute to do this and to match the quotes to the names.
- Ask the children for answers and to say in which paragraphs they found the information they needed.

Answers: 1 d 2 c 3 a 4 e 5 b

3 Discuss. Which situation (a or b) is more dangerous? Why?

- Allow the children time to read the questions and think about their own answers. They can note down ideas in their notebooks.
- Ask the children for feedback. Do they have the same ideas?

Learning to learn

Understand nouns and verbs

- Read out the information in the *Learning to learn* box and check understanding.

Read and write N (Noun) or V (Verb).

- Elicit the meaning of *scream*. Read out the first sentence in the *Learning to learn* box (I heard a scream). Ask children to underline the verb (heard). Ask *What tense is the verb?* (simple past) *Can verbs be in different tenses?* (yes) *Can nouns be in different tenses?* (no) *Can we change the word 'scream' for another noun?* (e.g. noise, bell) (yes).
- Read out the second sentence (Don't scream!). Ask *Is 'scream' a verb or a noun in this sentence?* (a verb) *How do you know?* (because it could be replaced with another verb and it has the word 'Don't' before it)
- Go through 2 and 3 in the same way.
- Refer the children to 4 and 5 and read out the information (Some verbs change to form nouns. You need to learn these.).
- Children identify whether the word in each sentence is a noun or a verb.
- Check answers with the class.

Answers: 1 N, V 2 V, N 3 V, N 4 N, V 5 V, N

Teaching star!

Extension

- You can extend activities if you need time-fillers.
- Keep fast finishers usefully occupied by giving them an extra activity to do. Make sure the activity is engaging and that they are able to do it by themselves. By doing this, you are encouraging them to become autonomous learners.
- Tell the children to find forms of the words *light*, *work* and *escape* in the article and say if they are nouns or verbs (lights = noun, working = verb, escaped = verb). Then have the children write sentences with these words as nouns and as verbs.

Suggested answers:

The lights went out. Candles light the room. My phone doesn't work. I have a lot of work. The monkey escaped. There was an escape from the zoo.

Cooler: Word association

- Call out these words from the lesson: *power*, *squirrel*, *zoo*, *accident*, *break*, *train*, *cooker*, *dinner*, *healing*, *scream*. The children write down the first word that they think of after hearing each word.
- They can then compare their answers in pairs or as a class to see if they thought of the same words.



Workbook page 9

Lesson 2 Reading comprehension

1 Read the newspaper article on Pupil's Book pages 8–9. Then tick (✓) the correct ending, a or b.

1. Martha had bruises for dinner because ...	a she didn't like soup.	<input type="checkbox"/>
	b her cooker wasn't working.	<input checked="" type="checkbox"/>
2. Natasha was scared because ...	a a woman stopped the train.	<input type="checkbox"/>
	b the train had no lights and couldn't move.	<input type="checkbox"/>
3. Doctors worked very hard because ...	a there were lots of car accidents.	<input type="checkbox"/>
	b the ambulances couldn't help people.	<input type="checkbox"/>
4. The elephant escaped because ...	a it was looking for food.	<input type="checkbox"/>
	b someone left the gate open.	<input type="checkbox"/>
5. The power cut happened because ...	a an animal broke the power lines.	<input type="checkbox"/>
	b New York Power cut the power lines.	<input type="checkbox"/>

2 How did they feel during the power cut? Match.

1. Martha	a worried about an animal
2. Natasha	b cold and hungry
3. John	c very busy
4. James	d scared
5. Mary	e embarrassed

Learning to learn

3 Tick (✓) the words that have the same verb and noun form.

1 escape <input checked="" type="checkbox"/>	3 answer <input type="checkbox"/>	5 notice <input type="checkbox"/>	7 drink <input type="checkbox"/>	9 sing <input type="checkbox"/>
2 rehearse <input type="checkbox"/>	4 feed <input type="checkbox"/>	6 colour <input type="checkbox"/>	8 hurt <input type="checkbox"/>	10 break <input type="checkbox"/>

4 Write the correct noun for the words that are different in Activity 3.

1 rehearsal 2 _____ 3 _____ 4 _____

5 Choose two noun / verb pairs from Activity 3. Write a sentence with each word.

1 _____

2 _____

- 1 Read the newspaper article on Pupil's Book pages 8–9. Then tick (✓) the correct ending, a or b.

Answers: 1 b 2 b 3 a 4 b 5 a

- 2 How did they feel during the power cut? Match.

Answers: 1 b 2 d 3 e 4 c 5 a

- 3 Tick (✓) the words that have the same verb and noun form.

Answers: ✓ by: 1, 3, 5, 6, 7, 10

- 4 Write the correct noun for the words that are different in Activity 3.

Answers: 1 rehearsal 2 food 3 heating
4 song / singer

- 5 Choose two noun / verb pairs from Activity 3. Write a sentence with each word.

Answers: Children's own answers.

- Have the children do the activity individually. Then have volunteers read out a sentence each.

Answers: 1 was doing 2 lost 3 was watching
4 went 5 was making 6 went 7 was having
8 went

3 There was a power cut at eight o'clock last night. Match and say what you were doing. **Be a star!**

- Refer the children to the example and have a volunteer read out the sentence in the speech bubble.
- Have the children work in pairs. They take it in turns to match and say what they were doing.
- Have some volunteers tell the class their sentences.

Workbook page 10

Lesson 3 Grammar

1 Underline the verbs. Tick (✓) if the verb form is correct and cross (X) if it isn't.

1 I was sitting (✓) in my classroom when the electricity was going off (X).
2 My class was doing (✓) a test when it happened (X) my work.
3 I was working (✓) on the computer when I was losing (X) my work.
4 We do (X) our English project when Paul shouted (✓) "help!"
5 Our teacher went (✓) to the library when the lights were coming (X) back on.
6 We had (X) lunch when there was (✓) another power cut.

2 Complete the text with the correct form of the verbs.

Last night there was a problem at the zoo. The new zookeeper
1 was feeding (feed) the tiger when it escaped.
He wasn't watching when the tiger 2 was (walk) in the
park when they heard a strange noise. They
3 were (buy) ice cream when they saw
the tiger. They were phoning the emergency services when a
4 police car (come). The tiger
5 was (sleep) under a tree when the police
finally caught it. It is now safely back in the zoo.

3 What happened after school? Write sentences with **when**.

1 go home / see an accident
I was going home when I saw an accident.
2 phone police / ambulance arrive
I was phoning the police when the ambulance arrived.
3 open door / lights come back on
I was opening the door when the lights came back on.
4 watch TV / power go off again
I was watching TV when the power went off again.
5 wash the dishes / water go cold
I was washing the dishes when the water went cold.

10 Unit 1 Go to Grammar reference page 118

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these Workbook activities.

Answers: 1 c, I was rehearsing for a concert when the lights went out. 2 d, I was making a cake when the cooker went off. 3 e, I was washing my hair when the water went cold. 4 a, I was travelling home by train when it stopped in a tunnel. 5 b, I was sitting in the living room when the heating went off.

Cooler: Sentence finishing

- Have the children finish sentences that you start, e.g. *I was watching TV when ... He was walking home when ...*
- Have volunteers suggest the start of a sentence and the other children finish it.



1 Underline the verbs. Tick (✓) if the verb form is correct and cross (X) if it isn't.

Answers: 1 ✓X 2 ✓✓ 3 ✓X 4 X✓
5 ✓X 6 X✓

2 Complete the text with the correct form of the verbs.

Answers: 1 was feeding 2 ran 3 were walking 4 were buying 5 arrived 6 was sleeping

3 What happened after school? Write sentences with **when**.

Answers: 1 I was going home when I saw an accident. 2 I was phoning the police when an / the ambulance arrived. 3 I was opening the door when the lights came back on. 4 I was watching TV when the power went off again. 5 I was washing the dishes when the water went cold.

Lesson 4 Language in use

Pupil's Book page 12

Lesson 4 Language in use

1 Listen and say.

alarm fire drill emergency fire engine experiment smoke

This is exciting! I like fire drills.
Me, too.
Why are you wearing goggles?
What were you doing when the alarm rang?
It rang while I was doing a science experiment.
Oh, I see.
Why are you wearing that old shirt?
It rang while I was swimming in our class.
Look! There's a fire engine!
And there's smoke above your classroom.
Oh, not smoke and a fire engine.
This is a real emergency!

2 Complete the text with *when* or *while*.

There was a real emergency at school today!
The fire alarm rang. while I was doing a science experiment, Joe was painting the wall.
He heard it. Mr Carter took all our names.
Suddenly, some students ran out of the building. They were rehearsing for a concert.
The alarm rang and they didn't hear it! A boy fell over.
He was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside. while we were waiting in the playground. And then we saw the smoke!

3 Match the actions and the activities. Then make a new dialogue. **Be a star!**

wear a tracksuit carry a guitar carry a bucket wear headphones hold a knife and fork
have a music lesson do gymnastics have lunch clean the kitchen listen to music

Why are you wearing a tracksuit? What were you doing when the alarm rang?
It rang while I was doing gymnastics.

12

Learning objectives: Ask and answer questions about interrupted past activities

Grammar: Interrupted past question form; past simple + *while* + past continuous; past continuous + *when* + past simple

Vocabulary: alarm, emergency, experiment, fire drill, fire engine, smoke

Resources: (PK) - Unit 1, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.3 and Language in use video

Materials: Class Audio CD1

Warm-up: What were you doing?

- Write on the board: *Yesterday at 8 pm*. Mime what you were doing at that time (e.g. brushing your teeth, having a shower, sleeping, playing video games, eating dinner).
- The children guess what you were doing (*Were you eating dinner?*, etc). Once they have guessed say *Yes, I was sleeping / having a shower / playing video games*, etc.
- Have some volunteers come to the front and mime what they were doing yesterday at 8 pm. The rest of the class guesses.

Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134.
- Then use the dictionary to give definitions in the following order to elicit the words: *emergency*, *experiment*, *smoke*, *fire drill*, *alarm*, *fire engine*.

1 Listen and say.

- Refer the children to the picture and ask *Who can you see? (Alice and Kit) What are they doing? (looking at something) What are they wearing? (uniform, goggles, white coat) Do they look happy / sad / worried? (worried) What do you think happened?*
- Tell the children to listen out for the lessons Alice and Kit were in when they heard the alarm. Play the audio, then ask the children for their answers (art and science).
- Play the audio again. Pause after each line and have the children listen and repeat. Ask *Which word do we use before the past simple? (when) Which word do we use before the past continuous? (while)*
- Divide the class into two, and have the children act out the dialogue with each half taking one role. They then change roles.
- Have the children read the dialogue in pairs.

- If using the video, play it and then ask *Where were the children? What were they doing? Do they like fire drills? Why was Alice wearing an old shirt? What was the emergency? How did they notice?* Elicit answers from the children.
- Play the video one more time and continue as above, starting with the third point. Encourage children to imitate the intonation and body language as closely as possible.

2 Complete the text with *when* or *while*.

- Refer the children to the *Look!* box and check understanding.
- The children read the text and complete it with *when* or *while*. Elicit that the past simple comes after *when* and the past continuous after *while*.
- Have volunteers read out a sentence each.

Answers: 1 while 2 when 3 while 4 when
5 while 6 while

3 Match the actions and the activities. Then make a new dialogue. **Be a star!**

- Point to the purple and green squares. Elicit that purple is for actions and green for activities.

- Children find and identify the actions and activities in the dialogue in Activity 1.
- Check understanding and explain any new words.
- Have two volunteers read out the example dialogue.
- Have the children draw lines to match the actions to the activities.
- Elicit some possibilities from the whole class and make new dialogues with their suggestions. Model the dialogues with volunteers.
- Divide the class into pairs. Have them make a new dialogue similar to the examples done with the whole class.
- Invite volunteers to perform their new dialogue for the class in their pairs.

Teaching star!

Pairwork

- When setting up pairwork activities, demonstrate the activity with a more confident child so everyone knows what they're doing.
- Then ask a pair of volunteers to do the activity together before dividing the class into pairs.

Cooler: Answer my questions

- Ask the children questions about interrupted past activities: *What were you doing when I walked into the classroom? What were you wearing when you went out yesterday? What was your friend doing when you texted him / her?*

Workbook page 11

Lesson 4 Language in use

1 Match to make sentences.

1 There was a fire <u>while</u> we	a realised it was an emergency
2 We were singing	b the fire started
3 We were waiting outside when we	c we were waiting in the playground
4 I saw smoke outside	d were rehearsing for a concert
5 I was measuring liquids when	e while I was doing a science experiment
6 The fire engine arrived <u>while</u>	f when we heard the alarm

2 Complete the sentences with the correct form of the verbs.

1 I was doing (do) gymnastics when the emergency happened (happen).

2 The alarm rang (ring) while my friend was listening (listen) to music.

3 We heard (hear) a fire engine while we were waiting (wait) outside the sports centre.

4 We didn't see (see) the last person out of the building when (when) we were watching (watch) the fire.

5 The fire fighters arrived (arrive) while we were waiting (wait) in the car park.

6 They brings (bring) the last person out of the building when (when) we were watching (watch) the fire.

3 Complete the questions. Then write answers for you.

1 What were you doing (you / do) when the fire alarm rang (ring)?

2 What was your friend doing (your friend / play) when you arrived (arrive) at the park?

3 What music was your friend listening to (you / listen) to when your mum came home (come) home?

4 What was your friend doing (your friend / do) when you phoned (phone)?

5 What was your friend doing (you / write) when the computer stopped (stop) working?

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these activities.

1 Match to make sentences.

Answers: 1 d 2 f 3 a 4 e 5 b 6 c

2 Complete the sentences with the correct form of the verbs.

Answers: 1 was doing / happened 2 rang / was listening 3 heard / were leaving 4 weren't wearing / went 5 arrived / were waiting 6 brought / were watching

3 Complete the questions. Then write answers for you.

Answers: 1 were you doing / rang 2 were your friends playing / arrived 3 were you listening / came 4 was your friend doing / phoned 5 were you writing / stopped Children's own answers.

Grammar reference (page 118)

1 Complete the sentences with the correct form of the verbs.

Answers: 1 ran 2 escaped 3 was feeding 4 was leaving 5 saw 6 was eating

2 Read and write when or while.

Answers: 1 when 2 while 3 when 4 when 5 while 6 when

Lesson 5 Listening

Pupil's Book page 13

Lesson 5 Listening

1 Look at the pictures. Where are they? Match the places to the pictures.

2 Listen and check your answers. (Be a star!)

3 Listen again. Answer the questions for each dialogue.

4 Answer the questions. Then listen again and check.

5 Discuss the questions.

Unit 1 Understand content from audio clues
WB pages 12-13

Learning objectives: Understand context from audio clues

Vocabulary: lifeboat, life jacket, rescue boat

Resources: (PK) - Unit 1, Lesson 5; (PRC) - Review audio track 1.4

Materials: Class Audio CD1

Warm-up: What's the word?

- Play *What's the word?* (see Games Bank, pages 14-17) with vocabulary from Lessons 1 and 4.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134

1 Look at the pictures. Where are they? Match the places to the pictures.

- Have the children look at the pictures. Ask *Where are they? Do they look happy / calm / worried? What are their jobs?* Elicit *firefighter, astronaut, and captain*.
- The children match the pictures to the places.

Answers: 1 b 2 c 3 a

2 1.4 Listen and check your answers.

Be a star! ☆

- Play the audio. Children listen and check their answers to Activity 1. Ask *What can you hear that helps tell you where the people are?* (fire alarm, astronaut's radio, the sea)

Audioscript

1. A: Hello, hello! This is fire officer Hunt from Unit 22. Can you hear me?

B: Yes, I can. Go ahead, please.

A: We're at Green Street School ...

B: Sorry, I didn't hear that. Where are you?

A: Green Street School. There was a fire in the school kitchen.

B: Do you need more fire engines?

A: No, we don't. The fire is out now. I repeat, the fire is out.

B: I understand. Do you need any more help?

A: No, we don't. Everyone is safe. The children were all waiting outside when we arrived.

B: OK. Are there any other problems?

A: Well, the kitchen is a mess. There won't be any school dinners today ...

2. Helen: OK, I'm outside the spaceship now.

Ground control (GC): What can you see?

Helen: I can see the moon and the stars -there are so many stars! It's beautiful.

(GC): Is your helmet working?

Helen: Yes, it is. I found a problem with it while I was getting ready to leave the spaceship, but it's OK now.

(GC): Good. Can you look at the spaceship door? It isn't working properly.

Helen: OK, I can see the door ... one minute ... OK, I'm here. It's very dark.

(GC): But you've got a torch.

Helen: Yes, I've got a torch. Oh ... oh! Oh dear, I've got a problem.

(GC): You've got a problem? What is it?

Helen: The torch. It's floating away ... Maybe I can catch it ... No! It's gone! What do I do now?

3 Captain: Mayday, Mayday, Mayday. This is the captain of the Green Dolphin. Over.

Coastguard: I hear you, Green Dolphin. What's the problem? Over.

Captain: We were sailing to Octopus Island when a fire started in the engine. There's smoke coming out of it. Over.

Coastguard: Can you make it to the island? Over.

Captain: No, we can't. The boat is starting to sink. Everyone is getting into the lifeboat. They're all wearing life jackets. Over.

Coastguard: Where are you? What is your position? Over.

Captain: We're one kilometre north of Octopus Island. Over.

Coastguard: How many people are there? Over.

Captain: There are four children and one adult. Over.

Coastguard: OK, I will radio the rescue boat now. It should be there in ten minutes! Over.

Captain: Thank you! Out.

3 1.4 Listen again. Answer the questions for each dialogue.

- Play the audio again. The children answer the questions in their notebooks.

Answers: Situation 1: 1 There was a fire in the school kitchen. 2 No. The fire is out.
Situation 2: 1 The astronaut's torch is floating away and it's dark. 2 Yes. She needs advice.
Situation 3: 1 The boat's engine is on fire. 2 Yes. They need the rescue boat to rescue them.

4 1.4 Answer the questions. Then listen again and check.

- Children write answers to the questions.
- Play the audio for children to check their answers.

Answers: 1 a One b Because the kitchen is a mess. c Children's own answers. 2 a The moon and stars. b Because it's very dark. c Children's own answers. 3 a To Octopus Island. b Five (four children and one adult). c Children's own answers.

5 Discuss the questions.

- Have the children read and discuss the questions in pairs. Conduct class feedback.

Values

- Refer the children to the Values box. Elicit answers from the children and write them on the board.


Cooler: Choose a job

- Call out *firefighter*, *astronaut*, *captain*. The class vote on which is the most popular job.

Workbook pages 12–13

Lesson 5 Exam practice

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Example: emergency ambulance

fire engine electricity smoke safe
alarm fire drill accident rescue

On Saturday night there was an emergency at the city zoo. A fire started in the zoo's cafe. A neighbour phoned the fire brigade at 12 o'clock when the fire rang.

After ten minutes a fire engine arrived. The animals were making strange noises when the firefighters went into the zoo. It was very dark because there wasn't any light. The firefighters were carrying torches.

They tried to stop the fire and the truck back up. They took water from the small lake in front of the cafe. Suddenly an elephant appeared. It started to take water from the lake with its trunk and helped the firefighters. Doug Miller, a firefighter, said, "It was amazing. The elephant started to help us while we were working. It's a hero!"

At 12.30, Fire Officer Mackenzie reported, "The fire is out now. The kitchen is a mess, but all the animals are safe. And we had a little help from an animal friend!"

Now choose the best name for the story:

An accident at the zoo ☐
 Animal to the rescue ☐
 Fire in the city ☐

Lesson 6 Working with words

1 Complete the table.

adjectives	used for...	examples
words ending in -ed	people and how they	surprised
words ending in -ing	things that cause the	frightening

2 Complete the text using the correct form of the adjective.

<http://www.mytutor.com>

I was on a boat trip when suddenly the engine stopped. I was surprised (surprise) but everything seemed to be OK. We were out at sea and it was dark (dark). But after a few minutes I felt a bit worried (worry) that there was a problem. Suddenly, someone screamed. It was terrifying (terrify). The children in the boat were frightened (frighten) and started to cry. Then the captain said, "Get into the lifeboats please!" His face was red and he looked very embarrassed (embarrass). The rescue boat arrived and after 20 minutes we were back on land!

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

- This activity helps children prepare for Part 3 of the Reading and Writing paper in the Cambridge English: Flyers test.

Answers: 1 alarm 2 fire engine 3 electricity
 4 smoke 5 safe **Name:** Animal to the rescue

Learning objectives: Write a newspaper article from notes; Write direct speech; Working with words: adjectives ending with *-ing* or *-ed*

Resources: (PK) - Unit 1, Lesson 6; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 1

1 Look at the text on page 9 again. Find paragraph 4 and answer the questions.

- Tell the children to look back at the article.
- They complete the activity individually and then compare answers with a partner.

Answers: 1 'My train was leaving the station when the lights went out. The train went dark, a woman screamed and then it stopped – in the dark! It was really scary.' 2 The text is in speech marks. 3 a, b, d

2 A reporter interviewed Mark Kapinski about the power cut. Find the answers in the reporter's notes below.

- Have volunteers read out the questions and the notes.
- Have the children match the questions and notes.
- Check answers as a class. Elicit what information goes in each paragraph of the article.

Answers: 1 c 2 d 3 b 4 e 5 g 6 a 7 h 8 f

3 Work in pairs. Write a newspaper article about the interview. Remember to ... **Be a star!** ★

- Ask What makes a good headline? (short, catchy and gives an idea of what the text is about)
- Read out the model text and elicit which part of the article it is from (the introduction). Elicit ideas on how to complete it.
- Have the children work in pairs. They complete the introduction in their notebooks, then they write the main body and conclusion.
- If children need more support, build up the text together as a class.

- Elicit what information should be included in the main body. Children refer to the notes in Activity 2 and provide example sentences. Write them on the board to build up the paragraph.
- Follow the same procedure with the conclusion. Children copy the article into their notebooks.
- Elicit from the class the best headline.

Suggested answer; A starry power cut

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when all the lights went out.

'It went completely dark, I couldn't see or hear anything,' said Mark. 'I sat down on a bench to look at the stars. I wasn't frightened at all, I was really excited. It was a beautiful night and there were lots of stars in the sky.'

Police officers and firefighters worked through the night to solve the problem. Police officer Kate Bennett said, 'The power cut lasted four hours, but luckily there were no accidents.'

Working with words

Adjectives ending with *-ing* or *-ed*

- Read out the examples and explain that the *-ing* word refers to the thing that causes the feeling and the *-ed* word refers to the person and how they feel.

Underline the correct word

- Ask Why is 'surprised' the correct answer? (it refers to the person and how they feel)
- The children complete the activity individually.
- Check answers as a class.

Answers: 1 surprised 2 exciting 3 worried 4 terrifying 5 frightened 6 embarrassed

Now choose the best name for the story.

An accident at the zoo
A rescue at the beach
A rescue at the city

Lesson 6 Working with words

1 Complete the table.

Word	Meaning	Example
surprised	felt for	He was surprised when he saw the new teacher.
excited	felt for	He was excited when he saw the new teacher.
worried	felt for	He was worried when he saw the new teacher.
frightened	felt for	He was frightened when he saw the new teacher.
embarrassed	felt for	He was embarrassed when he saw the new teacher.

2 Complete the text using the correct form of the adjective.

One day I was at the beach with my friends. We were playing in the sand when we saw a boy who was **1** (surprised) to see us. He was **2** (excited) to see us. He was **3** (worried) to see us. He was **4** (frightened) to see us. He was **5** (embarrassed) to see us. He was **6** (surprised) to see us. He was **7** (excited) to see us. He was **8** (worried) to see us. He was **9** (frightened) to see us. He was **10** (embarrassed) to see us.

1 Complete the table.

Answers: Words ending in **-ed**: used for people and how they feel; examples: surprised, frightened. Words ending in **-ing**: used for things that cause the feeling; examples: frightening, surprising.

2 Complete the text using the correct form of the adjective.

Answers: 1 surprised 2 exciting 3 worried 4 terrifying 5 frightened 6 embarrassed

Lesson 6 Writing

Prepare to write

1 Look at the pictures. Number them in order to tell the story.

2 Which part of a newspaper article about the story are these sentences from?

1 The weather changed suddenly when they were playing in the sand.
2 A funny accident happened when they were playing in the sand.
3 Suddenly the boy fell into the sea and started to swim.
4 An emergency helicopter landed near the beach.
5 They were taking the helicopter to the beach to see the accident.
6 Jack Parker and his friends were at the beach when they saw the accident.

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

Introduction: What? Where? When were they doing?

Main body: What happened? How did they feel?

Conclusion: How did it end? What did people say?

Prepare to write

1 Look at the pictures. Number them in order to tell the story

- If done in class, elicit what children can see in each picture.
- Children work in pairs to decide what order the pictures go in to tell a story.

Answers: 1 f 2 b 3 e 4 d 5 a 6 c

2 Which part of a newspaper article about the story are these sentences from? Write **I** (introduction), **M** (main body) or **C** (conclusion).

- Elicit what information you might find in each part of a newspaper article.
- Children work in pairs to complete the task.

Answers: 1 M 2 I 3 M 4 C 5 C 6 I

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

- The children choose sentences from Activity 2 to answer the questions and add one more sentence to each section.

Answers: Children's own answers.

Ready to write

4 Write a newspaper article about the sea rescue. Remember to include a headline.

New York Metro

5 Read and check what you wrote in Activity 4.

Are you satisfied?

- ☐ Is the headline correct? Headline, introduction, main body, and conclusion?
- ☐ Is the introduction clear?
- ☐ Did I include about 5-6 sentences?
- ☐ Is the conclusion clear?
- ☐ Did I use good words and phrases?

6 Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.

Ready to write

4 Write a newspaper article about the sea rescue. Remember to include a headline.

- Children use the plan in Activity 3 to write their article. Then they think of a headline.

5 Read and check what you wrote in Activity 4.


- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

1 Look at the pictures. What's happening? Who are the people? *explain, whisper*




2 *1.5* Match the sentences to the pictures. Then listen and check.

3 *1.5* Listen again. Match the sentences in Activity 2 to the ways of speaking.

4 Practise saying the sentences in Activity 2 with a partner. Think about how you feel and speak.

5 *1.5* Listen to the reporter's questions. Choose the best answer. Number in order.



6 *1.5* Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. *Be a star!*

Captain: There's smoke coming from the boat. Please send a rescue boat.
Teacher: I can get life jackets for the children.

16 *1.5* Express feelings when speaking. *PPK* page 12

Learning objectives: Express feelings when speaking

Vocabulary: explain, whisper

Resources: (PK) - Unit 1, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity (PRC) - Review audio tracks 1.5-1.6

Materials: Class Audio CD1

Warm-up: -ed or -ing

- Write *frighten* on the board. Say these sentences and have the class finish them with *frightened* or *frightening*. The fire was very ..., I felt very ..., The lion was ..., The accident was ...

Vocabulary

- Refer children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134.

1 Look at the pictures. What's happening? Who are the people?

- Refer the children to the pictures. Ask *Who are the people?* (a captain, a teacher and some children) *Where are they?* (in a boat) *What is the problem?* (the engine is on fire)

2 *1.5* Match the sentences to the pictures. Then listen and check.

- Have volunteers read out each sentence. Clarify meaning if necessary.
- Ask the children to match the sentence to the pictures and to give reasons for their answers.
- Play the audio and have the children check their answers.

Answers: 3 'I'm frightened. Our boat is sinking.'

4 'Look! It's the rescue boat!' 1 'There's smoke coming from the engine.' 2 'Everyone get into the lifeboat, please!'

3 *1.5* Listen again. Match the sentences in Activity 2 to the ways of speaking.

- Ask the children if they think they read out the sentences in Activity 2 in the correct way. Elicit the difference between *shout* and *scream*. Say '*Scream*' is to make a loud, high noise because you are frightened or hurt. '*Shout*' is to say something loudly. Elicit the difference between *shout* and *whisper*.
- Play the audio again and have the children match the sentences while they listen.

Answers: a 2 b 3 c 4 d 1

4 Practise saying the sentences in Activity 2 with a partner. Think about how you feel and speak.

- Ask the children how the speaker of each sentence in Activity 2 feels. *Is he / she angry / happy / worried / scared?* Elicit answers from the children.
- Have the children work in pairs and take it in turns to read out a sentence in the correct way.

Teaching star!

Group work

- Do fun group activities whenever possible as a 'time out' activity. The children will relax and then be able to concentrate better for the rest of the lesson.
- Divide the class into four groups. Assign a sentence from Activity 2 to each group. Have each group stand up and act out their sentence with as much feeling as possible. Overacting is acceptable!

- 5 1.6 Listen to the reporter's questions. Choose the best answer. Number in order.

- Give the children a minute to read the answers.
- Play the audio. Pause after each question and have the children choose the correct answer and write the number in the box.
- Check answers as a class. Have volunteers say the answers with the right feeling and intonation.

Audioscript

Well, what a day! A fire started in the engine of the Green Dolphin while it was sailing to Octopus Island. Luckily, a rescue boat arrived and brought everyone safely back home. I'm here with the children who escaped from the Green Dolphin.

Tell me, how did you feel at first?

Were you worried when you saw the smoke?

How did you feel when you saw the rescue boat?

How do you feel now?

Answers: 1 I was terrified. 2 Yes, I was really worried. 3 I was surprised and excited. 4 I'm a bit cold and tired.

- 6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. **Be a star!**

- Divide the class into groups of four or five. Have the children choose a role each (the children, their teacher and the captain).
- Read out the sentences in Activity 2 and have the children repeat them in the right tone.
- Have two volunteers read out the words of the captain and the teacher.
- Have the groups work together and act out the emergency. Monitor and help.
- Invite some children to come to the front and act out their emergency.
- Congratulate the children for their effort.

Cooler: Mime game

- Call out words from the lesson and have the children mime them without making a noise: scared, worried, scream, frightened, cold, tired, excited, surprised, terrified.



Workbook page 16

Lesson 7 Functional language

1 Complete the sentences.

explained whispered shouted
screamed asked

1 'I'm a bit cold and tired,' she _____.

2 'Are you wearing your life jacket?' the teacher _____.

3 'Aaagh!' he _____ when he saw the shark.

4 He _____ that a rescue helicopter was coming to save them.

5 'Help!' they _____ when they saw the helicopter.

6 She couldn't speak, so she _____ his name quietly.

Check-up challenge

1 Complete the puzzle.

Across

2 A small boat for emergencies.

5 You see this when there is a fire.

6 To talk very, very quietly.

7 Feeling really scared.

8 Televisions need this to work.

Down

1 You hear this in a fire drill.

2 This takes people to hospital.

4 You can do this in a science lesson.

16 LIA 1

1 Complete the sentences.

Answers: 1 said 2 asked 3 screamed
4 explained 5 shouted 6 whispered

Lesson 8 Think about it! Plan a rescue

1 Read the task. What are the three parts of the problem?

You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. They've tried to get him back to base camp on quickly on previous.

2 Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

a. by car? b. by ambulance? c. by motorbike? d. by helicopter?

3 Listen and check your ideas. Take notes about the rescue plans.

	Positive	Negative
1 climbing team	can walk all the way	
2 ambulance		
3 motorbike		
4 helicopter		

4 What is the best way to rescue Mike Dobbs? Work in groups to discuss and solve the problem. You can use two forms of transport! **Be a star!**

(I think we should send ... first because ...)

UNIT 8 Applying thinking skills, analyse a problem and reach a decision
WB pages 16-17 17

Learning objectives: Apply thinking skills: analyse a problem and reach a decision

Resources: (PK) - Unit 1, Lesson 8; (PRC) - Review audio track 1.7; (TRC) - (TG) - Unit test

Materials: Class Audio CD1

Warm-up: Call out for help

- Elicit how we ask for help in an emergency (*Mayday, SOS and Help!*). Have volunteers make up an emergency and call out for help using an expression (e.g. *The boat is sinking! Mayday!*).

1 Read the task. What are the three parts of the problem?

- Give the children time to read the task and discuss in pairs what the three parts of the problem are.
- Elicit answers and check that children understand their role as director of the rescue team.

Answer: He has broken his leg, needs immediate medical treatment, then needs to be taken back to base camp.

2 Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

- Refer children to the picture. Ask *What can you see? Does it look easy to travel there? (no) What*

problems can you see? (it's a long way to the mountain, roads are not good, there's a tree trunk blocking the motorbike path, no people) Where do you think Mike Dobbs is?

- Have the children look at the four small pictures. Check they understand that these pictures correspond to the icons on the map.
- Elicit answers and reasons.

3 1.7 Listen and check your ideas. Take notes about the rescue plans.

- Play the audio. Tell the children to listen and check their ideas from Activity 2.
- Refer the children to the Positive and Negative columns. Say *What is the advantage of the climbing team? (They can walk all the way.) What is the disadvantage? (It will take three hours to get there.)*
- Play the audio again. The children listen for the advantages and disadvantages and make notes.
- Ask volunteers to read out their notes.

Audioscript

- The climbing team can walk all the way to Misty Mountain. But it will take three hours to get there, so we won't arrive until seven o'clock.
- We can send an ambulance. It will arrive very quickly, but it can't cross the river so the doctor won't be able to get to Mr Dobbs.
- We can send a motorbike. It can follow the path and then cross the river at the bridge. But it's very difficult to get up the mountain because there is a tree across the path.
- We can send a helicopter. It will get to the mountain in ten minutes, but it can't land on the mountain in the dark. The sun doesn't come up until eight o'clock in the morning.

Answers: 1 climbing team can walk all the way / takes three hours 2 ambulance will arrive very quickly / can't cross the river 3 motorbike can follow the path and cross the bridge / there's a tree across the path 4 helicopter will get there in ten minutes / can't land on the mountain in the dark

4 What is the best way to rescue Mike Dobbs? Work in groups to discuss and solve the problem. You can use two forms of transport! **Be a star!**

- Ask *What word do we use for suggestions / to give a reason?* and elicit *should / because*.
- Divide the class into groups of four. Remind children that they can use two forms of transport to rescue Mike Dobbs. The children discuss the problem and try to find a solution. Encourage the children to use *should* and *because*.
- Ask the groups for feedback.

Answers: The climbing team go to Misty Mountain first because they can arrive at 7 o'clock and give Mike Dobbs medical help. At 8 o'clock the sun comes up. The helicopter can get there in ten minutes and take Mike Dobbs back to base camp.

Cooler: How many words?

- Play *How many words?* (see Games Bank, pages 14–17) with sentences from the newspaper article on page 9, e.g. *Thirty million people had no electricity for 13 hours. My train was leaving the station when the lights went out.*


Workbook pages 16–17

Lesson 7 Functional language

1 Complete the sentence

equipment whispered shouted
scrambled were picked

- I'm a fire-fighter and I've got a helmet.
- Are you wearing your life jacket? The teacher shouted.
- As soon as he heard when he saw the ship.
- He scrambled that a rescue helicopter was coming to save them.
- Help! They shouted when they saw the helicopter.
- She couldn't speak to the rescue fire.



Check-up challenge

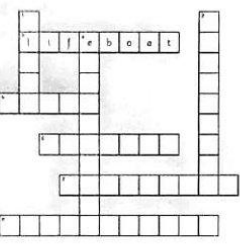
1 Complete the puzzle.

Across

- A small boat for emergencies.
- You see this when there is a fire.
- To talk very, very quietly.
- Feeling really scared.
- Televisions need this to work.

Down

- You hear this in a fire drill.
- This takes people to hospital.
- You can do this in a science lesson.




2 Complete with the correct tense of the verbs.

I saw a bad traffic accident yesterday when I was going to school.
I was driving the High Street when I heard a loud noise.
Then someone said, 'That car crashed into a bus at the corner.'
It was a real emergency. People left the bus quickly when a fire engine arrived.
The firefighters stopped the fire in a few minutes and everyone was safe.
An ambulance came to take the driver to hospital. A reporter came to write about it. 'What was going on when the accident happened?' she asked me. 'I was just waiting to cross the road,' I answered.

3 What a terrible day! Write sentences with when or while.

- I / have / English lesson / fire alarm / ring
I was having an English lesson when the fire alarm rang.
- electricity / go off / I / work / in / library
The electricity went off while I was working in the library.
- I / make dinner / fire / start
I was making dinner when the fire started.
- I / fall over / I / play / outside
I fell over while I was playing outside.
- my mum / broke / leg / she / go / downstairs
My mum broke her leg while she was going downstairs.



What I can do!

1 Put a tick (✓) or a cross (x).

understand facts in a newspaper article	<input type="checkbox"/>	use adjectives with -ing and -ed	<input type="checkbox"/>
talk about interrupted past activities	<input type="checkbox"/>	write a newspaper article from notes	<input type="checkbox"/>
talk about emergency situations	<input type="checkbox"/>	identify and express feelings	<input type="checkbox"/>

2 My unit progress

- My favourite activity: _____
- Something I did well: _____
- Something I could improve: _____

Check-up challenge

1 Complete the puzzle.

Answers: ACROSS: 3 lifeboat 5 smoke
6 whisper 7 terrified 8 electricity;
DOWN: 1 alarm 2 ambulance 4 experiment



2 Complete with the correct tense of the verbs.

Answers: 1 was going 2 was walking
3 heard 4 was turning 5 were getting
6 arrived 7 came 8 were fighting 9 were you doing 10 was waiting

3 What a terrible day! Write sentences with when or while.

Answers: 1 I was having an English lesson when the fire alarm rang. 2 The electricity went off while I was working in the library. 3 I was making dinner when a fire started. 4 I fell over while I was playing outside. 5 My mum broke her leg while she was going downstairs.

- Go through each picture with the children. Elicit ideas about what happens in the story. Ask *How many characters are there? Who are they? Where are they? What are they doing?* etc.

While reading

- Explain to the children that there may be some words they do not understand in the text, but that shouldn't stop them because they are reading for enjoyment.
- The children read the first part of the story on page 18 individually. Then ask simple questions to check understanding, e.g. *Who are the main characters? (Musa, Hakan and Pinar) How do they know each other? (Musa and Hakan live next door to each other. Pinar is Hakan's wife.) What is the problem with Hakan's horse? (He isn't strong and healthy anymore.) Do you think Hakan is a good friend? Why? / Why not?*
- Follow the same procedure for pages 19–20.
- Ask *What does the title 'The trick' mean?* Elicit that a trick is when you make someone believe something that is not true.
- Play the audio if the children need additional support.

Post-reading

- Ask *Do you like the story? Why? / Why not?*
- Have children work in small groups to discuss which character they liked most in the story.
- Ask for feedback, then have a class vote on the children's favourite character.

Teaching star!

Imagine

- To encourage expression of thoughts and feelings (intrapersonal intelligence), have the children reflect on the characters in the story.
- Ask *How similar or different are you from the characters in the story? Which character is the most like you? Why?*
- The children write the answers to the questions in their notebook.

Cooler: What are they saying?

- Refer the children to the picture of Musa and Hakan on page 19. In pairs, the children imagine the two characters each have a speech bubble. Ask *What do you think they are saying?*
- Have the children write a short conversation between the two men. Have volunteers come to the front and act out the conversation.


Reading time 1: Activities

Pupil's Book page 21

Reading time 1 Activities

1 Read the story on pages 18–20 again. Answer the questions.

- 1 Why was Pinar angry with Hakan?
- 2 Why did Hakan think he was doing 'a good thing' for Musa?
- 3 How did Musa know that the horse was sick?
- 4 What accident did Musa say he had?
- 5 What did Musa want Hakan to do?
- 6 Why did Hakan decide to tell Musa the truth?



2 Tick (✓) the main themes in the story.

- 1 You should be kind to friends or you will lose them. ☒
- 2 Never forgive someone who hurts you. ☐
- 3 It's important to be honest. ☐
- 4 You should be kind to animals. ☐
- 5 Sometimes a bad experience can show you that you're wrong. ☐
- 6 It's important to say sorry when you hurt a friend. ☐

3 Discuss the questions. Give reasons for your answers.

- 1 What two tricks happen in the story?
- 2 Do you think both tricks were wrong?
- 3 What did you think of Hakan at the beginning of the story? And at the end? Did your opinion of him change?
- 4 Did your opinion of Musa change during the story?
- 5 Who do you think was a better friend – Hakan or Musa?

4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

Reading time 1 Give a personal response to a text 21

Learning objectives: Give a personal response to a text

Resources: (PK) - Unit 1, Reading time 1: Activities, Reading time 1 video; (TRC) - Animated flashcards, Video activity worksheet; (PRC) - Review Reading time 1 video

Warm-up: A different title

- Divide the class into small groups and have the children think of a new title for the story. Tell them that it has to be short, catchy and related to the story.
- Have a volunteer from each group say the new title and write it on the board.
- As a class, decide which is the best new title for the story.

1 Read the story on pages 18–20 again. Answer the questions.

- Ask children what they remember about the story. Ask *Who are the main characters? Where are they? What does Hakan want to do?*
- Have some volunteers read out the six questions in Activity 1.
- The children read the story again quickly and answer the questions. They then check their answers in pairs.
- Check answers as a class.

Answers: 1 He wanted to sell his friend a sick horse. 2 Musa needed a horse but he didn't have enough money to buy a good horse. Hakan would give him a good price. 3 He overheard Hakan and Pinar talking. 4 He had broken his leg. 5 He wanted Hakan to take him to hospital on Atik. 6 Hakan knew the horse wasn't strong enough to take Musa to hospital.

2 Tick (✓) the main themes in the story.

- Elicit the main themes in the story. Write the children's ideas on the board.
- Have the children read the six sentences and tick the themes in the story.
- Ask the children to underline the clues in the story that helped them decide.
- Ask *Which sentences aren't main themes in the story? (2 and 4) Elicit why by asking Does Musa forgive Hakan? (yes) Is someone unkind to the horse? (no)*

Answers: ✓ by: 1, 3, 5, 6

3 Discuss the questions. Give reasons for your answers.

- Tell children that these questions ask for their opinion about the story, so there are no right or wrong answers.
- Read out the first question. Elicit answers.
- Have the children discuss questions 2–5 in pairs.
- Compare answers as a class.

4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

- Say *Musa has really broken his leg and Hakan has to take him to hospital. What is the problem? (Hakan only has a sick horse, which Musa thinks is strong and healthy.)* Elicit ideas.
- Children work in small groups to discuss their ideas about how the story ending would be different.
- While they do this, circulate, monitor and help.
- Conduct feedback with the class and decide who has the best idea.

5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

Before the video

- Tell children that they are going to watch a video showing a different ending to the story (see Videoscript on page pages 40–41).
- Divide the class into small groups and have each group choose one character from the story. Children write down the main characteristics of the character they chose.
- Then they read them aloud to the class. The class guesses which character they chose.

During the video

- Play the video and have the children write two things that are different from the story ending in the Pupil's Book.
- Ask *Why do you think Hakan was embarrassed to tell Musa the truth? What happened to the horse? Does the farmer appear in the Pupil's Book? Why was Musa angry with Hakan?*
- Elicit answers from the children. Pause the video if necessary.

After the video

- Ask children if they were surprised by the ending in the video. Ask which ending they prefer and why.
- Ask follow up questions: *Do you think the farmer was a good person? Why? / Why not? Do you think Hakan deserved to be left alone? Why? Do you think he can change? How can people show kindness?*
- Elicit answers from the children.

Videoscript

Musa was happy. Hakan was going to sell him his horse, Atik, the strongest and fastest horse in the village.

But while Musa was preparing dinner that evening, he fell over and broke his leg.

Hakan heard his cries and ran to help him.

'You need to go to hospital immediately,' said Hakan.

'The nearest hospital is 30 kilometres away,' said Musa. 'But how lucky we are to have Atik to take us there!'

Hakan didn't know what to do. He was too embarrassed to tell Musa the truth.

'30 kilometres isn't far,' he thought. 'I'm sure Atik will be fine.'

He brought the horse to Musa's house and helped his friend onto the cart.

Then they set off across the countryside to the hospital. At first Atik ran quickly.

'It will be OK,' thought Hakan. 'We will soon arrive at the hospital.'

But soon the horse started to slow down. It got slower and slower until it finally stopped and lay down on the ground.

'Oh, no!' cried Hakan. 'What am I going to do now?'

At that moment, a farmer appeared and rode towards them.

'What's happened?' asked the farmer.

'My horse is sick,' explained Hakan. 'And my friend has got a broken leg. We need to get to the hospital.'

Musa heard Hakan and realised what had happened.

'I thought you were my friend,' he shouted. 'But you have tricked me and lied to me. I never want to see you or speak to you again!'

'You are not a kind man!' said the farmer.

'I will take your friend to the hospital. And I will give your horse food and water, and take it to my farm to get well.'

So Hakan was left alone in the middle of the countryside with no friends and no horse.

He didn't know how he was going to get home, but he had a lot of time to think about how to be a kinder person in future.

Teaching start!

Extension

- You can extend an activity as a time filler and for extra practice.
- Have the children work in pairs to create a new character for the story. Tell them to give the character a name.
- Ask the children for feedback. They explain the role of their new character in the story and why they created this character.

Cooler: What happens to Hakan?

- Have children imagine what happens to Hakan at the end of the video. Ask questions to help, e.g. Does he get home? If yes, how? Does someone come to rescue him? If no, what does he do? Does he stay in the countryside?, etc.
- Children draw a scene to show what they think happens to Hakan in the end.
- Invite volunteers to explain their scene to the class. Find out if anyone had the same idea.